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ABSTRACT

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for guidance personnel who work in counseling and guidance at the junior/middle school level. The goal of this module is to focus on ways participants become aware of home/school influences on career choices and involve the home in cooperative efforts with the school's career guidance program. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

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HELPING PARENTS TO HELP ADOLESCENTS IN CAREER EXPLORATION

MODULE 37

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CG 014213

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MODULE GOAL AND OBJECTIVES

Module Goal

This workshop, or module, is designed for personnel in junior high/middle schools, including administrators, counselors, and teachers. The general topic is home/school influences on adolescents' career exploration, and its focus will be on ways that participants (a) become aware of home/school influences on career choices, and (b) involve the home in cooperative efforts with the school's career guidance.

Module Objectives

When you have successfully completed this module you will be able to:

1. Identify ways in which society's (as well as one's own) expectations influence the adolescent's development of a sex role (Section 1).
2. Identify several developmental concepts relevant to adolescence (Section 2).
3. Examine Newsletter as one possible means of educating parents about, and involving them in, their adolescent's career development (Section 3).
4. Recognize how the classroom can be a channel for parents and adolescents to work together and cooperatively understand career influences and decisions (section 4).
5. Create an intervention, based in the school, that will facilitate parents' involvement as helpers during their adolescent's career exploration (Section 5).

MODULE OUTLINE

Approximate Time	Activity	Outcome
10 min.	Introduction Explanation of the module's purpose and format.	
1 1/4 hour	Male/Female Role Questionnaire Administration of the questionnaire. Discussion.	1
1 1/4 hour	Role-playing Simulation of adolescents' behavior to meet their developmental needs. Discussion.	2
1 hour	Newsletter Development Review sample newsletters. Discussion.	3
1 hour	Home/Work Homework Review sample Home/Work homework. Develop additional Home/Work assignments. Discussion.	4
1 1/2 hour	Action Plan Review informational materials. Review steps to program planning. Develop an Action Plan for local setting. Discussion.	5

INTRODUCTION

During the course of the workshop you will focus on ways that junior high/middle school personnel can become aware of home/school influences on the adolescent's process of broadening awareness and expectations for future career options. Through the discussions and activities of the day you can expect that, in general, your awareness of the adolescent stage of self-exploration will be increased, as well as your awareness of how that developmental stage relates to career exploration. Based on that knowledge you will generate ideas of how parents can be educated about this developmental stage, and how you might be able to engage them in the career exploration process of their children.

Excluding time for lunch and breaks, it will take approximately 6 1/2 hours to complete the workshop. Your time will be spent working in both small groups and as a total group. It would be helpful to work with as many different people as possible whenever a new activity is introduced, so that you can benefit from as many different styles, outlooks, and perspectives as possible.

I. SOCIAL INFLUENCES AND SEX ROLE DEVELOPMENT

The basic premise of this workshop is that the home plays a very significant role in children's career development, and that the school can significantly increase its effectiveness in career guidance if parents are brought in as collaborators. Research studies have provided convincing evidence that children's career development is influenced greatly by the family, especially by the social status and educational level of the parents. Although these influences have been noted for many years by researchers, the role of the home environment, and parents specifically, has been virtually ignored. It was nearly 25 years ago, for example, when Miller and Form (1964) identified the "accident of birth" as a deciding factor in determining children's eventual occupational choices -- the "accident" established family, race, ethnicity, social class, sex, educational and cultural opportunity. It is puzzling that the home, where these factors operate, has not been notably used by guidance personnel (a generic term for a variety of individuals who work with children and adults in career development) to facilitate informed and effective career development.

Acknowledging the significance of parents in children's career development, it would seem helpful to know more about the way in which parents view their role in this process. To gain insight into that question, Birk, Blimline and Speight (1977) conducted a survey of 326 children enrolled in Maryland public schools (kindergarten, first and third grades) and their parents. When parents were asked

to rank order, from a pool of eight options, whom they thought should be and whom they thought is having the most influence on their children's exploration of occupations, the mothers ranked themselves first for both questions and the fathers second, while the fathers ranked themselves first and the mothers second. Clearly, parents saw both mothers and fathers as influential, but saw their own sex as the most influential. This finding is particularly interesting in light of the fact that adolescents and young adults consistently report parents (usually the same sex parent) as most responsible for their career choices (Jansen & Kirchner, 1955; Pallone, Hurley & Rickard, 1973; Peters, 1941; Steinke & Kaczkowski, 1961).

Other findings of the survey by Birk and associates included the fact that a larger percentage of fathers (20%) compared to mothers (10%) had never talked to their children about the children's occupational plans or daydreams. Interestingly enough, many of the parents commented on the survey questionnaire that they thought a survey about their children's career plans was silly and ridiculous, since the child was only in elementary school. This would seem to confirm the speculation that parents have little insight into the early determinants of career development and the impact that those factors have on eventual career choices.

Several conclusions have become apparent through research on career development; namely, (a) the most effective time to facilitate career development is early rather than later; (b) career guidance efforts by the school must not be left for the college level; and (c) since parents are crucial to the child's career development, it

seems wise to educate parents how to facilitate and maximize their children's career opportunities. This last point, related to the involvement of parents, was particularly a strong recommendation of Leifer and Lesser (1976) who carefully surveyed the literature and research on the developmental course of children's career awareness. Based on their review, they suggested the development of a career awareness program which combines the influence and resources of the mass media, the family, and the school:

> We recommend the participation of media, family and school in this program because we believe that career awareness and occupational attainment develop through a confluence of factors and that these groups differ in the areas in which they excel in providing children with information and experiences (p. 37-38).

The exact ways in which the home in general, and parents in particular, affect children's career awareness can be determined most easily by a few observations about our own homes and parental influences. Let's take some time to focus on our career awareness, aspirations, and influences while we were in elementary, junior high, and senior high school.

Discussion of Home and Parental Influences

1. Did your parents tend to encourage college for boys in the family, but not for girls?
2. Did your mother work? Were there any hidden messages contained in the fact that she did or didn't work outside the

home?

3. In what ways did your home environment or family system reinforce roles or behaviors that were gender-appropriate? For example, if there were both sons and daughters, did your parents have certain expectations for one sex and not the other? Who cut the lawn? Who ironed clothes? Who cleared off the dishes from the table after a meal? Who saw to it that the bed linens were changed, and who saw to it that the car's oil was changed?
4. In retrospect, what influence do you think that these family roles, or role expectations, had on you when you looked for a summer job, or after-school job, or selected a college major?

Development of Sex Roles

Some of you come from traditional homes, in the sense that roles, chores, behaviors were determined by one's gender. Some come from less traditional homes. Everyone comes from a home that to some degree modeled and reinforced gender-based behaviors. For adolescents who are struggling with their own sex identity and role, a clear and sharp distinction between what is masculine and what is feminine might be especially welcomed. Oftentimes, then, adolescents will tend to determine appropriate sex roles on the basis of stereotypes. If so, then the implications progress from, "In what way is it okay for me to act?" to "What careers are okay for me to consider?"

Before going any further, time will be taken to recall rather

specifically what your sex role expectations were when you were adolescents. That can be done by completing the Male-Female Role Questionnaire that follows. Using one color pencil, complete the questionnaire as you think you would have at age 13 or 14. When all of you have done, that, the questionnaire should be responded to again, this time using a different color pen or pencil, and indicating your current opinion about the various items. REMEMBER: The first time you complete the questionnaire, do so as if you were 13 or 14. The second time you respond to the questionnaire do so according to your present attitudes.

MALE-FEMALE ROLE QUESTIONNAIRE[1]

___ ___ ___ ___ ___
A B C D E

1. In your opinion, which sex is better off in this society?

   A. Men are much better off because they have freedom, status, and power.

   B. Men are somewhat better off.

   C. There are complementary advantages to each sex.

   D. Women are somewhat better off.

   E. Women are much better off because they have protection, leisure, and freedom from pressures to achieve.

___ ___ ___ ___ ___
A B C D E

2. Which of the following would give you the most satisfaction in your life?

   A. Career or occupation?

   B. Family or love relationships.

   C. Friendships.

   D. Leisure-time activities and hobbies.

   E. Running a home.

---

1. This is adapted from the Male-Female Role Questionnaire presented in Carney and McMahon (1977).

___ ___ ___ ___ ___
A B C D E

3. Aside from relatives, who have been your closest friends in recent years?

A. Mostly persons of the same sex.

B. Mostly persons of the opposite sex.

C. Persons of both sexes equally.

For each of the following traits, indicate whether you think it is more characteristic of men or women, and, if there are differences, whether they are mostly due to biological (genetic) or cultural (learned) factors.

Male Trait Biological	Male Trait Cultural	No Difference	Female Trait Cultural	Female Trait Biological	
___	___	___	___	___	5. Aggressiveness
___	___	___	___	___	6. Emotionality
___	___	___	___	___	7. Independence
___	___	___	___	___	8. Objectivity/rationality
___	___	___	___	___	9. Nurturance
___	___	___	___	___	10. Intelligence (abstract or math reasoning)
___	___	___	___	___	11. Intelligence (verbal ability)
___	___	___	___	___	12. Inclined to monogamy
___	___	___	___	___	13. Ambitiousness
___	___	___	___	___	14. Empathy/Intuition

Agree	Tend to Agree	Don't Know or Care	Tend to Disagree	Disagree	
___	___	___	___	___	15. Most women have only themselves to blame for not doing better in life.
___	___	___	___	___	16. Men are as likely to take an interest in a woman's mind as in her body.
___	___	___	___	___	17. Women are as capable as men in most things.
___	___	___	___	___	18. Women have the right to compete with men in every sphere of economic activity.
___	___	___	___	___	19. The husband should be regarded as the legal representative of the family in all matters of law.
___	___	___	___	___	20. Women should be given equal opportunities with men for vocational and professional training.
___	___	___	___	___	21. Women are not emotionally capable of holding political offices that involve great responsibility.
___	___	___	___	___	22. Women are more sensitive than men.
___	___	___	___	___	23. There is no particular reason why a girl standing in a crowded subway should expect a man to offer her his seat.
___	___	___	___	___	24. A husband has the right to expect that his wife be obliging and dutiful at all times.
___	___	___	___	___	25. A woman should not expect to go to the same places or to have quite the same freedom of action as a man.
___	___	___	___	___	26. Women should always take the passive role in courtship.

Agree	Tend to Agree	Don't Know or Care	Tend to Disagree	Disagree	
___	___	___	___	___	27. Despite the American ideal of equality of the sexes, there are certain jobs and certain things a woman just shouldn't do if she wants to be considered feminine.
___	___	___	___	___	28. Men need ego building; women need to be protected.
___	___	___	___	___	29. Parental authority and responsibility for discipline of the children should be equally divided between husband and wife.
___	___	___	___	___	30. A female who does not shave her legs or underarms can be as pretty as one who does.

Approve	Slightly Approve	Don't Care	Slightly Disapprove	Disapprove	
___	___	___	___	___	31. Equality for men and women in salaries, promotions, and hiring.
___	___	___	___	___	32. Equal responsibility by man and woman for housekeeping.
___	___	___	___	___	33. Equal responsibility by man and woman for child rearing and child care.
___	___	___	___	___	34. An end to sex-differentiated tracking in the educational system, e.g., so that women are no longer counseled into feminine careers.
___	___	___	___	___	35. A change in or an alternative to the institution of marriage in its present form.

Approve	Slightly Approve	Don't Care	Slightly Disapprove	Disapprove	
___	___	___	___	___	36. Child rearing without regard for traditional sex-role stereotypes.
___	___	___	___	___	37. A U.S. Constitution equal-rights amendment for women
___ A	___ B	___ C	___ D	___ E	38. What is your general impression of <u>most</u> of the women in the women's liberation movement?

A. They are sexually frustrated women who use the movement to work out personal problems.

B. They are aggressive and castrating females who dislike men.

C. They are women who are somewhat neurotic as a result of experiences with discrimination.

D. They are well-adjusted women with justifiable grievances.

E. They are healthy women fighting a sick system.

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Discussion of Male-Female Role Questionnaire

Now that you've completed the questionnaire from both perspectives, share with one another the similarities and dissimilarities between your attitudes now and when you were an adolescent.

1. To what extent did your views as an adolescent reflect the views of your parents?
2. To what extent did your views as an adolescent reflect the views and values of your peers?
3. How similar or dissimilar are your present attitudes with those you had as an adolescent?
4. What are some factors that may have influenced the fact that your attitudes have (or have not) changed?
5. Do you think most adolescents of today would respond to the questionnaire in a way similar to how you would have answered it as an adolescent?

Criterion Measure for Objective One

Think of two incidents you experienced as an adolescent, which reinforced a stereotypic or expected sex role for someone of your sex. For each incident:

(1) Briefly describe the incident.

(2) Indicate the traditonal behavior that was expected.

(3) Indicate the traditional attitude toward the sex of the person involved which was reinforced by the incident.

For example:

(1) When in 8th grade I wanted to deliver the daily paper so I could earn extra money. My parents told me that was not something they wanted me to do, although they had allowed my brother to take over a paper route when he was in 6th grade.

(2) It was expected that I'd earn extra money by baby-sitting.

(3) This reinforced the attitude that girls take care of babies and work in some home-setting rather than outdoors.

II. ADOLESCENT DEVELOPMENT AND CAREER DEVELOPMENT

The purpose of this section is to identify and describe several key career development concepts relevant to adolescence. Between the ages of 10 and 15, adolescents enter a stage of exploration. Sometime during the period of middle school or junior high school years, they begin to see themselves as a potential part of the complex environment in which they live. Just how they fit into that environment is unknown to them, but the questions begin to be asked. Where do I fit? How do I fit? With whom do I fit? When will I fit? Career guidance at the middle/junior high school level can assist the student to answer these questions while, at the same time, exploring the world of work. The most meaningful emphasis for youth at this period, then, is on exploration. The phase of career development highlighted in this module is exploration of the world of work in so far as it facilitates exploration of self.

In terms of the adolescent's exploration of self, what is known? The developmental needs that are part of the exploration stage have been identified by the psychologist, Havighurst (1953). In that list of developmental needs are included:

1. to achieve new mature relationships with peers;
2. to attain a socially acceptable masculine or feminine role;
3. to choose and prepare for an occupation.

There are, of course, other developmental needs characteristic of adolescence, but this workshop will limit consideration to these three.

Related to the first need listed above, "to achieve new mature relationships with peers," adolescents have a strong need for peer approval. They want to be included in what they perceive to be the "in" groups. Cliques are common, and it is important for the youth to be part of one. It is easy to recognize the peer group as the most powerful influence on adolescents -- a kind of "counter-culture" that ignores, resists, or opposes the influence of adults. No one would question the role of peer groups in matters of dress, leisure activities, taste, and certain values. It is important to note, however, that when it comes to long range goals, such as occupational and educational goals, peers are far less influential than parents and other adults; the influence that peers do exercise more often supports the attitudes of adults instead of opposing them (Douvan & Adelson, 1966; Kandel & Lesser, 1972).

The second need listed above, "to attain a socially acceptable masculine or feminine role," must be expecially confusing and conflicted for today's adolescents. In contemporary society, for example, sex roles are being reviewed, redefined, and hopefully revitalized. Stereotypic assumptions of what's appropriate for a male or female, based solely on sex, are under scrutiny. This scrutiny is being exercised not only by concerned individuals but by Congress as well. The passage of recent federal legislation, such as Title IX which assures nondiscrimination on the basis of sex in educational programs and employment, has had significant impact in raising the public's consciousness and effecting changes in the schools. For the adolescent, however, appropriate roles, behaviors, and occupations

are not so clear cut. Gender no longer simply, albeit inappropriately, determines such things as, who should ask whom (boy or girl) for a date, who can enroll in the auto mechanics class and who can enroll in the homemaker class, or who in the graduating class will likely be a physician and who will likely be an elementary school teacher. What constitutes a socially acceptable masculine or feminine role is not so easily determined, and in fact, may depend on who is asked to define sex roles.

For the most part, sex roles continue to be based on stereotypes. It is true that those stereotypic expectations are being challenged more so today than ever before, yet it is noteworthy that many discussions of the effects of stereotyping tend to focus on women and girls. The negative effects for men and boys does not seem to be as widely recognized. To raise your awareness on that point, take a few minutes to read "Some Damaging Effects of Sex Stereotyping on Boys and Men" which is found in Appendix A (page 46).

Discussion of "Some Damaging Effects . . ."

1. What are some considerations brought out in this reading that were new insights for you?
2. Does it seem that men in general are as aware as women in general as to how sex role stereotyping works against them? What may account for any possible differences in awareness?

The third need to be discussed is the need "to choose and prepare for an occupation." It is closely related to the need just discussed, namely, to attain a socially acceptable sex role. What

becomes defined as a socially acceptable sex role certainly can influence the range of career options that a youth might consider. If a young girl, for example has integrated strongly the role of "helper" into her self-concept, she is much more likely to enter one of the helping professions considered traditional for women (e.g., nurse, waitress, librarian). On the other hand, if the young girl additionally has developed a sense of inquiry and scientific wonder, then she might also consider becoming a physician or a dentist. In that case, then, she would be incorporating in a career option an aspect of her sex role that traditionally has been considered feminine (helper) and one that's masculine (scientist). Which career choice would be made in this hypothetical case is not as important as the fact that a range of options would be considered and the individual could make a choice based on internal characteristics (abilities, values, interests) and not on a stereotypic expectation of gender-appropriate career.

In summary, several factors related to adolescent development have been highlighted. Understanding these factors is crucial for optimally helping adolescents in the middle/junior high school years to refine their career awareness. It has been noted that this developmental period is one characterized by exploration of self and resolution of the question, "Where do I fit?" Since the adolescent is exploring, this phase of career guidance should emphasize exploration. Decision-making is not part of this phase; as a matter of fact, it is rare that young adolescents select their lifetime career during junior high school. It was also noted that although

peers are the most salient influence on young adolescents, parents and adults in general have the most influence related to long-range career and educational goals. And finally, the need to arrive at a socially acceptable sex role can be a particularly conflicted dynamic for adolescents because of the changing role of men and women in our society. Whatever sex role an adolescent defines for herself or himself, that sex role will become a factor in the eventual career role.

Discussion of Self Development in Relationship to Career Development

1. When you were an adolescent, do you recall eliminating any career considerations because they were not "appropriate" for your sex?
2. Did any persons challenge or support your sex role expectations as they related to possible careers?
3. As an adolescent, do you recall being encouraged to explore career possibilities, or to make a decision? Or was career development ignored?
4. How were you similar or dissimilar to your peers in these areas?

Activity: Identification of the Needs "in vivo"

For this next activity you will be working in groups of four or five. Please arrange yourselves around the room in those small groups.

Within your groups, you are to think of examples you have observed in your schools, neighborhoods, and wherever else of

how adolescents strive to meet the three needs we've been discussing -- that is, the need the adolescent has for peer support and alliances, for a socially acceptable sex role, and the need to prepare for a career. After your group has thought of situations which exemplify ways the adolescent tries to meet each of the three needs, you will be asked to role play the examples for the total group. Before you receive directions for the role playing, your group should take about 10 minutes to think of examples and to decide which examples will be used to role play each of the three needs.

To help you get started, consider the following as sample situations relevant to each of the three needs:

1. Need: for peer support and alliance

   Example: Alice wants to join the cheerleading squad. Since none of her friends are doing that, however, she's having trouble making up her mind whether to sign up or not.

2. Need: for socially acceptable sex role

   Example: Laura and Tom went to the movies. It was their first date together and she really enjoyed him. A couple of days later Laura got two free tickets to a rock concert for the following weekend. She wanted to ask Tom to go to the concert with her and waited for him to call her for a date so she could suggest the concert. He didn't call by the end of the week, so she invited her sister to go with her.

3. Need: to prepare for a career

   Example: Bob enrolled in a drafting course. He hopes it will be to his advantage when he enlists in the Army after high school graduation.

What additional examples can you think of that represent an adolescent's attempt to meet any one of the three needs?

Activity: Role Playing

What is meant by role playing is that the members in the small group will assume the role of the adolescent and whoever else is involved in the example, and then act out the situation. To begin with, then, it is necessary to decide among yourselves who will play which part. The first situation for role playing is one depicting an adolescent in relationship to the need to have peer support and alliances. After each small group has role played its example of that first need, there will be a brief discussion of the role play situations. Next, each group will role play the second need, to acquire a socially acceptable role, and that will be followed by a brief discussion. Similarly, each group will role play and then discuss the third need, to prepare for a career.

Discussion of the First Role Play

1. What feelings or reactions do you have to the role you just played?
2. Does this situation seem representative of the adolescent's need for peer support?

3. Does this example reflect the adolescent's quest of finding out more about herself or himself?

4. What appears to be the adolescent's struggle?

Discussion of the Second Role Play

1. What feelings or reactions do you have to the role you just played?

2. Does it seem likely that this situation would have been observed a generation ago? Why or why not?

3. In this example, what is society's influence? peer influence?

4. What appears to be the adolescent's confusion?

Discussion of the Third Role Play

1. What feelings or reactions do you have to the role you just played?

2. Does this situation demonstrate pressure that's sometimes imposed on adolescents to decide, rather than explore, career options?

3. How appropriate do you think it is for adolescents to be "career conscious?"

4. What appears to be the adolescent's objective in this situation?

Criterion Measure for Objective Two

(1) For the following situations indicate which needs(s) the adolescent might be trying to meet through that experience.

(2) Provide a rationale for your choice.

(a) Carol enrolls in a typing class.

Need:

Rationale for choice:

(b) Jack gets a part-time job at the gas station where his father works.

Need:

Rationale for choice:

(c) Darlene resigns from the school newspaper as a reporter.

Need:

Rationale for choice:

(d) Bill scores in the 90th percentile on a test of mechanical aptitude.

Need:

Rationale for choice:

III. FAMILY INFLUENCES AND CAREER DEVELOPMENT

From a strict scientific point of view, relatively little is known about the development of career interests and eventual career choices. The one piece of evidence that does seem apparent from career-related research is the influence of parents, especially the father, on children's career choices. Caplow (1954), for example, referred to the "inheritance" of an occupational level through parental influences. It was his observation that middle class parents in particular press their ambitions on their children and expect them to rise socially through education. They reject the notion of unskilled or semiskilled occupations for their children. Thus, children would tend to inherit the occupational level of their parents and select a vocation within a restricted range of occupations that is acceptable to a given class. According to Caplow's theory, social class is a predominant factor in influencing career development.

Caplow also noted the importance of formal education in career development and attainment. Through school requirements and "tracking" systems, such as college-bound and terminal high school programs, choices are often forced on students. Additionally, Caplow proposed that as one acquires more education, more vocational opportunities become available. In summary, Caplow viewed family social status and educational opportunities as the two most important determinants of vocational development.

The influence of family factors has been emphasized by several

vocational theorists. Crites (1969), for example, referred to the family as "the basic social and psychological unit in the transmission of the culture and the development of personality..." With that as a premise, family influence upon career development is enormous. As for the specific influence of fathers, Rosenberg (1957) found that the father's economic background contributed greatly to the child's career choice: the higher the father's income the higher income the child wished to obtain. Furthermore, the father with a higher income was more likely to support the child in higher educational pursuits and job preparation.

Regarding race as an influencing factor, it seems that parents from minority groups are motivated to gain greater educational and occupational opportunities for their children (Baughman & Dahlstrom, 1968; Scanzoni, 1971) but that this is not always accompanied by a clear notion of how to help their children to set goals and effectively plan for achievement. This may be related to the observation that although there is some evidence that minority children, particularly black girls, have high occupational aspirations (Clark, 1967; Barnett & Baruch, 1973), as adults they generally hold low-status occupations. Perhaps the low-status in careers is related to ineffective career planning. It may be, as speculated by Leifer & Lesser (1976), that as children of minority groups grow older and increasingly encounter the social realities of limited opportunity and discrimination, they lower their aspirations.

Perhaps the most important consideration related to family influences on career development is that the home in general, and

parents specifically, have a pervasive and strong impact on children's eventual career choices. It becomes, then, very important for guidance personnel to not only be aware of those pervasive influences, but also to work cooperatively with the home in a way that will optimize children's career development.

Before moving on to dealing more specifically with the idea of collaborating with the home in career awareness and development, one additional aspect of the home environment that seems to affect children's career awareness will be considered, namely, television. It is important to be aware of television's influence because much of it, unfortunately, conveys superficial and misleading information (DeFleur & DeFleur, 1967). This aspect of television is demonstrated in the stereotypic manner in which representatives of certain careers are oftentimes portrayed; for example, police officers are characterized as hardened, and lawyers as clever users of legal tricks (Leifer & Lesser, 1976). In other ways, however, television provides useful information, such as, for preschoolers who view Sesame Street, the names and activities associated with occupations (Bogatz & Ball, 1 1971); and for preschool through sixth grade viewers of general television, information about occupations (Bernabei & Case, 1972; Graves & Nelson-Shapiro, 1974; Harkness, 1973). The observation that career representatives are presented in a stereotypic manner, based on both sex and race, was also made by a group of researchers (Birk, Cooper & Tanney, 1973; 1976) who examined commonly used career materials (e.g., occupational brochures and pamphlets). The point made earlier about

home influences can be made in relationship to television; namely, guidance personnel need to be aware of the media's influence and then work in a way that the media becomes an asset in the career development process.

Discussion of Family Factors

1. Are there any connections you see between race and educational level with the careers chosen by your family's members?
2. What are some examples of the ways that television may stereotype careers (e.g., in commercials, situation comedies, etc.)?

Activity: Newsletter

For this next activity you will be working in dyads. Choose a person with whom you would like to work, and if possible, choose someone with whom you haven't worked or interacted up to this point.

Although you might not be able to personally enter the homes of your students on a regular basis, you can do so by other means; for example, via a Newsletter. By developing a series of Newsletters that would be sent to parents on a regular basis, it would be possible to raise parents' awareness of their children's state of self-exploration and career exploration. Additionally, the Newsletter can provide suggestions to parents as to how they can help their children explore a range and variety of possible careers.

In Appendix B and C of your manual (see page 51) there are two sample Newsletters developed by an elementary teacher. In some cases

the classroom might be the most likely originator of the Newsletter and in other cases the counselor's office. Please take a few minutes to read the first sample Newsletter.

Discussion of Newsletters

1. How do you think parents might react to receiving such a Newsletter from the first grade teacher?
2. In what way has the teacher tried to use the Newsletter as a learning tool?
3. What do you suppose was the teacher's main objective in sending such a Newsletter?

Now please read the second Newsletter.

1. In what ways in the second Newsletter a follow-up of the first one?
2. What message is conveyed to parents via the classroom news that was reported at the end of the Newsletter?
3. How would you characterize the "style" of this Newsletter and the previous one?

Criterion Measure for Objective Three

Assume that you are going to develop a series of Newsletters to parents. As was the case with the sample Newsletters, the aim of your Newsletters will be to teach parents something about their adolescent's stage of career development and to involve the home in that process. Indicate the basic elements for your first two Newsletters, namely:

(1) Theme or educational content (2 or 3 sentences)

(2) Activity to involve the home with the adolescent in some aspect of career exploration

For example:

(1) Theme: Many activities related to the upkeep and maintenance of the home are facilitated by knowledge and competence in certain skills. These same skills may be related eventually to getting and keeping a job; for example, learning and doing well in math can facilitate household tasks and also can lay the groundwork for a math-related job.

(2) Activity: In conjunction with the parents, the adolescent must identify five ways in which one or both parents used math skills over the weekend (e.g., gave the store clerk the correct amount of money for a purchase).

IV. CLASSROOM INFLUENCES AND CAREER DEVELOPMENT

The classroom can be a significant factor in children's career development in one of two ways. The one possibility involves the use of the classroom as an environment providing career information and exploration for students. In another way, though, the classroom can provide experiences through which parents would be encouraged to think imaginatively about their children's career possibilities. Since the focus of this module is involving parents in career guidance, we will only consider the classroom as a resource insofar as it might engage parents in career exploration.

Before classrooms can begin to act as resources, however, teachers need to be made aware of how their role with children can include that of a career guidance person. There are many teachers, for example, who think quite traditionally about their role as teacher, and that, unfortunately, may mean a sterile approach to learning. As observed by one group of writers, "The classroom tends to be a sterile learning environment. It is an efficient place to isolate the student from extraneous experiences while abstract concepts are taught. But it requires enrichment to relate those abstractions to the broader world" (p. 66) (Magnum, Gale, Olsen, Peterson, & Thorum, 1977).

Expanding on what Magnum and associates view as the career guidance roles of teachers, it is possible to identify the following functions for guidance personnel in general:

1. All guidance personnel will

a. Devise or locate methods and materials designed to help pupils understand and appreciate the career implications of the subject matter being taught;

b. Utilize career-oriented methods and materials in the instructional program, where appropriate, as one means of educational motivation;

c. Help pupils acquire and utilize good work habits;

d. Help pupils develop, clarify, and assimilate personally meaningful sets of work values;

e. Integrate, to the fullest extent possible, the programmatic assumptions of career guidance into instructional activities and teacher-pupil relationships.

2. In addition, to the above, some individuals will be charged with:

a. Providing students with specific vocational competencies at a level that will enable students to gain entry into the occupational society;

b. Helping students acquire job-seeking and job-getting skills;

c. Participating in the job placement process;

d. Helping students acquire decision-making skills (p. 66-67).

Since the focus of this module is on the involvement of parents in adolescent's career exploration, it is of special interest to understand how the classroom can be a resource for helping to effect that involvement. It is in the joint alliance of home, school and

media that an effective career guidance program can be developed. As observed by Leifer and Lesser (1976), ". . . these groups differ in the areas in which they excel in providing children with information and experiences. The most effective career awareness program must surely combine these several socialization agents together to capitalize on the unique capacities of each" (p. 38).

Before continuing further, consider how in your particular setting the classroom is seen in relationship to career guidance.

Discussion of Classroom Influences

1. Would teachers in your school see themselves as "career guidance personnel?"
2. What examples have you observed of teachers relating their subject matter to the world of work?
3. If a teacher were to be a career guidance resource, what skills might such a person need?

Activity: Home/Work Homework

As was mentioned just prior to the group discussion, one goal of career guidance personnel is to include the classroom as a resource. It may be, however, that in many schools teachers do not see themselves as career guidance personnel as well as general educators. For some teachers, their role is envisioned only as teaching a particular subject, as if that subject matter had no bearing on the world outside the classroom. There are, on the other hand, teachers who bring the world outside the classroom inside the

classroom but not from the specific perspective of career preparation. For many in this latter group, an awareness of the usefulness of incorporating career awareness into their instructional activities, and some assistance in how basic career guidance concepts can be integrated into their academic subject matter would be all that's necessary for them to become career guidance personnel in a broad sense. In working with teachers it becomes, then, a matter of imparting knowledge and attitudes, as well as skills, in order for them to provide career guidance along with instruction in math or english or biology.

At this point, time will be taken to brainstorm possible assignments teachers could make which would bridge the gap between the classroom and the world outside the classroom. One qualification will be placed on the type of assignment made, however; namely, since the focus of this module is on how parents can become more involved in their children's career guidance, the assignments must involve the adolescents interacting with one or both parents in some way.

In Appendix D (see page 55) there are several examples of Home/Work homework assignments. A few minutes will be allowed to review them.

Using those examples as a model, you can now generate sample assignments of your own. Please use the worksheet provided on the following page and plan at least one assignment for each of the four classes indicated. Once again choose a partner -- not the person with whom you worked earlier -- and develop the assignments

as a team. Each team will develop at least one assignment per subject area. Try to be as creative as possible, and remember, the main objectives of the assignments are (a) to have the student interact with one or both parents and (b) to relate the subject matter to some understanding or awareness about the world of work.

WORKSHEET

Assignment in Social Science

Assignment in Math

Assignment in Physical Education

Assignment in Music

Criterion Measure for Objective Four

Write a paragraph based on the theme, "How I can use the classroom as a bridge between school and home for career guidance."

The paragraph should be 8 - 10 sentences in length. It should contain a rationale for including teachers among potential "career guidance personnel," and it should discuss possible ways in which the classroom can be a resource for engaging parents in their adolescent's career exploration.

V. THE ACTION PLAN

Through the discussions and activities of this workshop the particular stage of adolescent career development which is referred to as "career exploration" has been addressed. Consideration has been given to the important role of the home in this developmental stage, and some of the ways in which parents might influence their adolescent's eventual career choice. Given the significance of the parent at this particular stage, the need is clear for parents to become involved in their adolescent's career exploration in ways that facilitate a broad view of career possibilities without the restrictions of sex role stereotypes or other social factors, such as race, socio-economic level, and the like.

The next logical step is to reflect on how the knowledge and understanding from this workshop can be translated into practical and manageable programs within the junior high/middle schools -- programs which encourage parents to become helpers as their adolescent learns about the world of work and his/her eventual place in the job world.

In order to carry out effective programs, however, it is necessary to plan very carefully. The basic outline for effective program planning can be presented in seven steps.[1]

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1. The seven steps which follow, the discussion of basic principles for effective planning, and the Action Plan outline were adapted from materials prepared by the Maryland State Department of Education for the conference, "Achieving Equity in Vocational Education," March 30-31, 1978, Jessup, Md.

Step 1: Setting measurable goals

Step 2: Planning programs for each goal (programs would include specific objectives and work activities)

Step 3: Developing a budget

Step 4: Implementing the program

Step 5: Evaluating the program

Step 6: Updating and adjusting program plans

Step 7: Reporting results of the program

These seven steps are the order in which one goes about developing an effective program. It is very important that a few guiding principles be kept in mind. To begin with, program planning is an on-going and continuous process.

Secondly, program planners should utilize all seven steps when planning a particular program or action plan. Cutting out steps can mean cutting out effectiveness.

Thirdly, it is important that those individuals who will carry out the programs should be included or represented in every phase of the planning process. Not only does this insure good communication, but it also maximizes each person's commitment to the program's success.

Fourthly, responsibilities should be clearly assigned and timelines should be carefully delineated.

And lastly, most plans should include an in-service training component as part of the implementation phase. By alerting colleagues to your goals, objectives, and strategies for reaching

those objectives, you might very well be building a support system for yourself, and you most certainly would be reducing the chances of misunderstandings.

Activity: Developing an Action Plan

As the final activity in this workshop you have the opportunity to begin to plan how you're going to involve parents in their child's career development. The plan you begin to develop should be realistic for you to carry out in your local school setting, and it should be one to which you're willing to commit yourself. These two factors are very important for this activity.

On the following pages there is a simplified program planning outline. Complete each step of the outline, keeping in mind that your goal is to somehow involve parents in their adolescent's process of career development, especially in terms of exploring the world of work.

Sometimes it's helpful to get ideas from others, so this activity may be done in small groups. For example, the members of a small group may wish to tell one another what specific objectives they would like to meet in their plan, e.g., arrange a mock TV panel presentation for the school involving mothers and fathers who are in nontraditional occupations, and then share suggestions as to what activities might most effectively assist that objective, what expenses may be involved, and so on.

A sample Action Plan is presented in Appendix E (page 57).

MY ACTION PLAN

1. Given your particular role within the school, what objective(s) would you set for yourself to facilitate parents' involvement in their adolescent's career exploration?

   Objective 1: _____

   _____

   Objective 2: _____

   _____

2. What are the appropriate activities needed to achieve each objective?

   Activity _____

   for _____

   Objective 1: _____

   Activity _____

   for _____

   Objective 2: _____

3. Is there any cost involved in your activities? If so, what are the cost items, the approximate expense involved, and the source of funding?

Items	Cost	Funding Source

4. What are the specific steps you need to take (listed in chronological order) to implement your program?

   Step 1: _____

   Step 2: _____

   Step 3: _____

   Step 4: _____

   Step 5: _____

5. How can you evaluate your action plan? How will you know if you've met your objectives? At what point will you do your evaluation?

   _____

   _____

   _____

6. How would you use the feedback from your evaluation? For example, would you revise your plan and implement it a second time?

   _____

   _____

   _____

7. How will you let others (e.g., the principal, supervisor, colleagues, etc.) know about your action plan and its outcomes?

   _____

   _____

   _____

   _____

Discussion of the Action Plan

1. What are some of the objectives that you set?
2. What are some of the forces that you think could help the implementation of your plan (e.g., supportive administration, or it fits the "spirit of the times")?
3. What might be some forces that could hinder the implementation of your plan?
4. What are some of the ways in which the helping forces can be maximized and the hindering forces be minimized?

Criterion Measure for Objective Five

Use the following scales to rate each of the seven steps in your Action Plan. Rating sheet in on following page.

Rating A: Specificity

1	2	3	4	5
Very vague description or statement				Very clear description or statement

Rating B: Manageability

1	2	3	4	5
Very unmanageable and/or unrealistic				Very manage-able and/or realistic

RATING FORM FOR ACTION PLAN

STEP	RATING A (Specificity)	RATING B (Manageability)
(1) Setting objectives	_____	_____
(2) Activities to meet objectives	_____	_____
(3) Budget	_____	_____
(4) Program implementation	_____	_____
(5) Program evaluation	_____	_____
(6) Program revision	_____	_____
(7) Inservice training and/or report	_____	_____

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APPENDICES

APPENDIX A

SOME DAMAGING EFFECTS OF SEX STEREOTYPING ON BOYS AND MEN[1]

Compiled by Feminists-Northwest

A. LOSS OF PERSONALITY AND WORK OPTIONS

1. The damage of stereotyping is even more irreparable for the boy than for the girl. When boys learn stereotyped male behavior there is a 20 percent better chance that it will stay with them for life than when girls learn stereotyped behavior. (P.H. Mussen, "Some Antecedents and Consequents of Masculine Sex-Typing in Adolescent Boys," Psychological Monographs, vol. 75, no. [illegible] (1961); and P.H. Mussen, "Long-term Consequents of Masculinity on Interests in Adolescence." Journal of Consulting Psychology, vol. 26 (1962, 435-440).

2. Demands that boys conform to social notions of what is manly come much earlier and are reinforced with much more vigor than similar attitudes with respect to girls. Several research studies, using preschool children as their subjects, indicate that boys are aware of what is expected of them because they are boys and restrict their interests and activities to what is suitably "masculine" in kindergarten, while girls amble gradually in the direction of "feminine" patterns for five more years. (Ruth Hartly, "Sex-Role Pressures and the Socialization of the Male Child" in Judith Stacey et al. (eds.), And Jill Came Tumbling After: Sexism in American Education, New York: Dell, 1974, 185-198).

3. Most boys build expectations that are higher than their achievements. . . . Boys who score high on sex-appropriate behavior (possessing masculine outlook and behavior) also score highest in anxiety . . . . Striving to maintain a masculine role is for the boy stressful enough to be associated with manifest anxiety. (Susan W. Gray, "Masculinity-Femininity in Relation to Anxiety and Social Acceptance, Child Development, vol. 28, no. 2 (June 1957, 203-214).

4. Because of the relative absence of fathers from boys' experience . . . the elementary aged boy looks to his peers to fill in the gaps in his information about his role as a male. Since his peers have no better sources of information than he has, all they can do is to pool the impressions and

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1. This material was taken from Thompson, L. (Ed.), For Women and for Men: Sex Equality in Counselor Education and Supervision. Washington, D.C.: The Assoc. for Counselor Education and Supervision, 1978.

anxieties they derive from the media and their early training. Thus we find over-emphasis on physical strength and athletic skills with almost complete omission of tender feelings or acceptance of responsibility toward those that are weaker. (adapted from Ruth Hartley, op. cit.)

5. Six volumes of studies document that violence in American society is taught, learned and acted upon. Boys are actually encouraged to be aggressive by parents while girls are not. Almost all TV models encourage aggression in men. Childhood aggression predictably results in continued undisguised aggression when boys become men. (Warren Farrell, The Liberated Man, New York: Bantam Books, 1974, p. 43; and Robert Liebert, "Television and Social Learning: Some Relationships Between Viewing Violence and Behaving Aggressively" (Overview) in Television and Social Behavior: A Report to the Surgeon General from Surgeon General's Scientific Advisory Committee on Television and Social Behavior, vols. 1-5, Washington, D.C.: National Institute of Mental Health, U.S. Govt. Printing Office, 1972).

6. Basically the male stereotype discourages males from speaking openly with one another about their fears, anxieties, and weaknesses. It fosters intellectualizing, bravado, and competitiveness among males, all of which are directly antithetical to more intimate personal exchanges. (Janet Saltzman Chafetz, Masculine/Feminine or Human? Itasca, III: Peacock Publisher, Inc. 1974, p. 165).

7. Most boys recognize they cannot prove themselves on all levels . . . but they must still choose between two basic images of what a man is and can be -- images which are apparent from both children's books and numerous other sources. One image is the "physical striving man" and the other the "job striving man." (Warren Farrell, op. cit. pp. 37-38).

8. There are some further costs of the masculine role. It is well known that males have a life expectancy that is shorter by several years than that of females, and that there is a much higher mortality rate for males between the specific ages of 18 and 65 than for females. Some of the reasons for this are probably related to sex role phenomena. First, males suffer more accidental deaths in sports, on dangerous vehicles like motorcycles, and through violence. Part of the definition of masculinity is personal bravery and adventuresomeness.

   Over and above accidental deaths are deaths from diseases that probably reflect, in part, the masculine emphasis on competition, success, and productivity. The pressure on males to "succeed" in a highly competitive world of work create tre-

mendous stress; in the final analysis, few males can ever sit back and say "I've arrived; I am a success; now I can relax."

Among the large numbers of males doing less competitive but more repetitious labor, the pressure to persist day in, day out, year after year, in highly alienating work results from the sex role requirement that they provide for their families the best they possibly can in material terms. Heart attacks, strokes, high blood pressure, and other circulatory illnesses probably result in part from such pressures. They undoubtedly also contribute to the much higher rate of alcohol and drug abuse among males, which in turn hasten death, and they are reflected in the higher male suicide rate. The proscription on expressing emotions entailed in the masculine role definition probably exacerbates the stresses inherent in the obligation to support a family--financially and emotionally--and to succeed in an often highly competitive "rat race." (Janet Saltzman Chafetz, op. cit., pp. 64-65).

9. In my survey of male employees, I frequently found that when I asked the employee if he would ever consider taking a year off to care for children, he would consistently reply something like: "Personally I would like to do it, but I could really endanger myself here at work--imagine telling my boss I'm going to be a mother for a year!" If I agreed that might be impractical and asked, "Would you actively support a child-care center here in your company?" a not atypical reaction was, "If I keep pushing for things like that, I'll end up Vice President in Charge of Girls (laughter)." Over and over the employees seemed scared, even to the point of sweating, to be a part of anything out of the ordinary, particularly if it associated them with something "weaker," like women, or showed what our society considers "weakness" like self-examination. (Warren Farrell, op. cit., p. 48).

B. LOSS OF ACADEMIC POTENTIAL

1. At age six when a boy enters first grade, he may be twelve months behind his female counterpart in development age, and by age nine this discrepancy has increased to eighteen months. Thus he is working side by side with a female who may not only be bigger than he, but who seems better prepared to handle school more competently and more comfortably. (Frances Bentzen, "Sex Ratios in Learning and Behavior Disorders," National Elementary School Principal, 46, no. 2 (November 1966, 13-17; as quoted in Nancy Frazier and Myra Sadker, Sexism in School and Society, New York: Harper and Row, 1973, p. 87).

2. Among boys and girls of comparable IQ, girls are more likely to receive higher grades than boys. Also boys, who do equally

well as girls on achievement tests get lower grades in school. In fact, throughout elementary school two-thirds of all grade repeaters are boys. (Gary Peltier, "Sex Differences in the School: Problem and Proposed Solution," Phi Delta Kappan, 50, no. 3 (November 1968), 182-85; as quoted in Frazier, Ibid., p. 92).

3. Boys receive 8 to 10 times as many prohibitory control messages (warnings like: "That's enough talking, Bill. Put that comic book away, Joe") as their female classmates. Moreover, when teachers criticize boys, they are more likely to use harsh or angry tones than when talking with girls about an equivalent misdemeanor. (Phil Jackson and Henriette Lahaderne, "Inequalities of Teacher-Pupil Contacts," in Melvin Silberman (ed.), The Experience of Schooling, New York: Holt, Rinehart and Winston, 1971, pp. 123-134; as quoted in Frazier, Ibid, p. 89).

4. Studies of educational underachievement in the gifted have revealed that underachievement occurs twice as frequently among boys as among girls. (Ruth Hartley, op. cit, p. 185).

C. LOSS OF ABILITY TO EXPRESS AFFECT

1. In addition to the relative absence of fathers from boys' experience, we have evidence that the relations between boys and their fathers tend to be less good than those between girls and their mothers or fathers. (Hartley, op. cit., p. 188).

2. Given the relative absence of male figures during his waking hours, the male toddler is hard pressed to find out what he is supposed to do. When the father is present he usually surpasses the mother in punishing the boy for being too "feminine" perhaps because of his own sex role insecurities. The boy finds out that "boys don't cry," "boys don't cling," and so on, but often on the basis of negative sanctions from parents and peers. (Chafetz, op. cit., pp. 73-74; and David Lynn, Parental and Sex Role Identification; A Theoretical Formulation, Berkeley, CA: McCutchan Publishing, 1969, pp. 57-64).

3. In the long run, however, it is in men's relationships with each other that the proscription against having "feminine" feelings is most costly, because it precludes having a deep intimate involvement with someone who might share similar problems. In our society, where sex and affection are closely intertwined, if one gets too close to other men there is a fear that this affection will be seen as sexual, and homosexuality is the antithesis of masculinity. Furthermore, it would be difficult indeed to be supportive toward those persons with whom one is competing. This ban on emotionality does not necessarily apply to other cultures where men are allowed more latitude in expressiveness; in many European cultures men are

allowed to embrace each other without compromising their masculinity. (Deborah David and Robert Brannon (eds.), The Forty-Nine Percent Majority: The Male Sex Role, Reading, Mass.: Addison-Wesley, 1976, p. 50).

APPENDIX B

APPENDIX B

Teacher to Parent Newsletter

Vol. 1, No. 1
October, 1978

Greenacres Elementary School
Mr. Joe Smith, First Grade Teacher

About once a month I would like to send you a short newsletter such as this one, so I can share with you some of my ideas about children in general and about the children in my classroom in particular. If you have any response or reaction to these newsletters, please give me a call here at the school (phone number: 123-4567) or send a note to me. I'm very interest in our sharing ideas and points of view, and would welcome any exchange of ideas between you and me.

One of the things that strikes me more and more is that society, and that includes me as well, tends to respond to boys and girls in a very stereotypic, and thus restrictive, way. From the time friends and relatives ask the new parents, "Is it a boy or a girl?" we begin to think of what's appropriate for that particular child -- the toys, the clothes, and even which activities will be praised and rewarded. Boy babies will be gently "rough-housed" and receive comments about "how strong he is." That kind of differential response to boys versus girls will continue through infancy and into childhood and even adulthood. For example, young girls will learn that it's "okay" to play house, to wash dishes, to help get dinner ready, and to want to be a nurse -- but it's less "okay" to be athletic, to enjoy playing with cars and trucks, and want to be a crane operator. Likewise for young boys -- they learn that it's

"okay" to want to build things, to be active in sports, to help with the heavier jobs around the house, but it's less "okay" to enjoy playing with dolls (for some, even the G.I. Joe type), or to want a doll house, or want to become a secretary.

Actually, there are very few things which a boy can do that a girl can't do, and vice versa. It's just that traditions have built up and have influenced what has come to be "okay" for one sex and not the other. If traditions aren't at least questioned, how children behave and what they choose to be as adults will be based more on sex role expectations rather than on the child's abilities, interests, talents, and the like. Here in the classroom, I'd like to encourage a broad range of experiences and activities that the children can explore, regardless of stereotypes.

I've set up two goals for myself this coming month: (a) encourage volunteers from both boys as well as girls to water the plants and feed the fish; (b) select girls as well as boys to carry the play equipment outside during recess.

Can you think of two job responsibilities at home that your child can do that are typically done by the other sex? Discuss these possible job responsibilities with your child. What would she feel like doing "boy's work," or what would he feel like doing "girl's work?" Would it make any difference to your child?

APPENDIX C

Teacher to Parent Newsletter

Vol. 1, No. 2
November, 1978

Greenacres Elementary School
Mr. Joe Smith, First Grade Teacher

Last month my goal was to assign and select boys and girls for jobs without being concerned, if it was a "boy job" or a "girl job." Every once in awhile I slipped, but in general, I did okay. The children like to do all kinds of things and were pleased to find out that they could do whatever jobs they wanted, and that there were no jobs just for boys or just for girls. I found out that I have some pretty strong girls in my classroom (they can carry the balls and bats outside just as well as the boys can). And, I found out that boys can wash the flower vases and clean the fish bowl just as clean as the girls.

What did you observe around the house? Carrie Jones told me that her father told her that she did a splendid job of washing the hub caps on the car. Good for you, Carrie!

Have any of you seen the new TV commercial for Regency Vacuum Cleaners? It's usually on following the 6 o'clock Channel 7 news. As I was watching the woman in the commercial pushing the vacuum cleaner throughout her living room I thought, "Whenever a commercial has to do with housework it's only women who are shown. That's silly. Men often wash dishes and vacuum the rugs. Why don't they show men doing those things too?"

That commercial got me thinking about the many ways that TV and

magazines present a one-sided picture of what men do versus what women do. Oftentimes the impression from the media doesn't at all match with the realities in the home. I know that many of you mothers, for example, have careers and work outside the home. I know too that many of you fathers help with clean-up jobs around the house and pitch in with the dishes.

Let's help to point out to the children that the media's image of men's jobs and women's jobs might oftentimes be based on stereotypes rather than realities.

As a final word, there are some things you might like to know about our classroom:

MARY CARSON and BILL CUNNINGHAM share the responsibility for cleaning the boards this week.

The winning ball team last week had the following players: SUE ROBINS, DICK SUMMERS, CAROL STEVENS, JOE GRANTA, and JOAN BURKE. Congratulations!!

Did you hear that NANCY BENSON won the math contest?

More news next month!

APPENDIX D

SAMPLE HOME/WORK HOMEWORK ASSIGNMENTS

Assignment A[1]

1. Select an ordinary item used in the home.
2. Ask each member of your family to identify the different components of the product and to name the workers responsible for providing it.

   For example, a can of soup:

   farmer
   can manufacturer
   food processer
   truck driver
   grocer

Assignment B

1. During the following week, watch the T.V. program "X" (The teacher specifies the program to be watched, preferably a half hour show that revolves around a story, e.g., "Mary Tyler Moore Show").
2. Name all the different kinds of workers that appear on the program (e.g., camera technician, news commentator, station manager, reporter, etc.).
3. Take your list of workers to one or both of your parents and ask them to tell you one thing about each worker that they think you might not know.
4. If they are unfamiliar with one or some of the workers and their jobs, ask your parent(s) for a suggestion of where they think you could obtain information about that worker.

---

1. These assignments were adapted from examples provided in Mangum et al., 1977.

Assignment C

1. Ask each member of your family if they can identify at least five instances in which they used their knowledge of math (e.g., balance a checkbook; give the grocery clerk the correct amount of money; figure out the square footage of the lawn to determine the correct amount of fertilizer to use).

APPENDIX E

MY ACTION PLAN

1. Given your particular role within the school, what objective(s) would you set for yourself to facilitate parents' involvement in their adolescent's career exploration?

   Objective 1: *To arrange a mock TV panel presentation of mothers and fathers who are in "nontraditional" jobs.*

   Objective 2: *To give the students the opportunity to arrange the panel and thus acquire experience with various job roles, such as program director, interviewer, audio specialist, etc.*

2. What are the appropriate activities needed to achieve each objective?

   Activity for Objective 1: *Assessment of parental interest in panel participation, and coordination of schedules.*

   Activity for Objective 2: *Discussion of the roles and function necessary to successfully implement a mock TV panel show; assignment of tasks.*

3. Is there any cost involved in your activities? If so, what are the cost items, the approximate expense involved, and the source of funding?

Items	Cost	Funding Source
Phone calls	*5.00*	*School*
Posters	*20.00*	*School*

4. What are the specific steps you need to take (listed in chronological order) to implement your program?

Step 1: *Call parents to determine interest in participation.*

Step 2: *Select 4-5 parents as panel members.*

Step 3: *Set up time and date.*

Step 4: *Enlist student participation as interviewer and behind-the-scenes personnel.*

Step 5: *Prepare publicity with student P-R person.*

5. How can you evaluate your action plan? How will you know if you've met your objectives? At what point will you do your evaluation?

Get feedback from students regarding learnings either as member of the audience or as member of the coordinating team.

6. How would you use the feedback from your evaluation? For example, would you revise your plan and implement it a second time?

I would incorporate the feedback in the plans for any similar programs to be offered later in the year.

7. How will you let others (e.g., the principal, supervisor, colleagues, etc.) know about your action plan and its outcomes?

Include a summary of the panel presentation (e.g., panel members, audience reactions, etc.) in the School District's monthly newsletter.

GLOSSARY

For the purposes of this module the following definitions have been assumed:

Bias: An inclination of temperament or outlook; a highly personal and unreasoned distortion of judgment; a prejudice.

Career: The pattern of activities and experiences that make up a lifetime of work, learning, and leisure. The term is broadly defined to include occupational and educational choices and patterns as well as other aspects of a person's life -- her/his personal and social behavior, learning to learn skills, social responsibility or citizenship, and uses of leisure time.

Career development: The life-long process a person undergoes as s/he gains skills in setting goals and in developing, implementing, evaluating, and revising plans to define a career and deal with life problems and opportunities.

Career exploration: The stage of career development usually occurring between the ages of 10 and 15, and during which the individual begins to identify how s/he fits into the world of work.

Career guidance: All the various types of assistance provided to help individuals in their career development. It includes instruction, counseling, placement, follow-through, evaluation, and support procedures based on youth career planning and development needs.

Guidance personnel: A general term which applies to all personnel working in any way in guidance, including teachers, counselors, administrators, parents, and so on.

Nontraditional occupations:

Those occupations customarily not held by members of one or the other sex.

Occupational stereotype: A standardized mental picture in which specific occupations are linked, and believed to be appropriate, to members of one sex or the other.

Stereotype: Something conforming to a fixed or general pattern; a standardized picture that is held in common by members of a group, and that represents an oversimplified opinion, affective attitude, or uncritical judgment.

Traditional occupations: Those occupations customarily held by members of one or the other sex.

COORDINATOR'S GUIDE

HELPING PARENTS
TO HELP ADOLESCENTS
IN CAREER EXPLORATION

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INTRODUCTION

This module is designed in such a way that it is basically self-explanatory; that is, the participants' manual contains all the information necessary to proceed step by step through the activities of the workshop. Your role as Coordinator is crucial, however, in order to set the tone and pace, and to facilitate discussions.

Set Tone

Participants should be relaxed as well as involved in the workshop. The readings, discussions and "hands on" experiences are alternated in such a way that attention and interest easily are maintained. Let participants know that the workshop will provide them with specific skills and learnings -- in an enjoyable manner.

Regulate Pace

The times listed in the Module Outline are to be used as guides, not as rigid timetables. If the participants are engaged in a lively discussion, feel free to continue the discussion beyond the allotted time. Likewise, if you need more time than suggested in order for the participants to fully understand a section or have all their questions answered -- take the time. As for breaks, allow for them as you sense they are needed. In short, be flexible in structuring activities by adapting to individuals and situations as needed.

Facilitate

Although the participants' manual provides specific questions as guides for discussion, your leadership is needed to maintain the flow,

to keep the participants "on the right track," and to encourage the involvement of all. As a facilitator your function is to act as a helpful guide through the module's discussions and activities.

COORDINATOR'S CHECKLIST

Prior to the Workshop

1. Study the module carefully. Be familiar with all participant materials and this Coordinator's Guide.
2. Arrange for the availability of colored pencils for completing the Questionnaire on pages 7-11.

At the Workshop

1. Introduce yourself to participants, briefly noting your background and the role you will play in the workshop.
2. Ask each participant to introduce him/herself to the total group. Along with giving their names, you may wish to ask them to provide other information, such as, their present work setting and job role, or their interest in attending this workshop.
3. Establish the schedule for the day (lunch, coffee breaks, when the day ends, etc.).
4. Introduce the basic goal, objectives, and structure of the module (see participants' manual, pages i and ii). Answer any questions.
5. Guide the participants through the module, leading the discussions and skill building activities. Observe how things go, and note suggestions for ways to improve the module.
6. Administer the "Criterion Measure" for each objective where in-

dicated in the module. Evaluate each participant's performance according to the criteria specified in this Coordinator's Guide.

7. Conduct a wrap-up session in order to
   a. summarize the learnings of the module;
   b. answer any final questions;
   c. refer participants to resource materials you are familiar with, beyond what is identified in the module;
   d. identify local experts who could serve as resources for topics related to the module;
8. Submit the assessment results and all feedback to the overall workshop director, when applicable.

CONDUCTING THE WORKSHOP

In the section that follows, each of the module's five parts will be briefly reviewed and suggestions will be offered to maximize the workshop efficiency and effectiveness.

I. Social Influences and Sex Role Development

The purpose of this section is to provide participants with an overview of the contents and activities of this module, "Helping Parents to Help Adolescents in Career Exploration."

Materials Needed

None

Page 2 -

The textual material beginning on this page may be presented as

a lecturette, rather than as reading material. This remains true for all the textual sections throughout the module. In any case, be sure to allow opportunities for participants to ask questions and clarify ambiguities.

Page 4 - Discussion of Home and Parental Influences

These are suggested questions which may be used to initiate the discussion. You may have other lead-in questions for the discussion which would be just as appropriate and which you can use. The important objective is to get the participants thinking of their own family influences.

Page 7 - Male-Female Role Questionnaire

In this activity the participants are requested initially to complete the Questionnaire as they think they would have when they were 13 or 14 years old.

After all participants have completed the questionnaire, request that they respond to it a second time. This time, however, they should respond according to their present opinions. This second set of responses should be written in next to the first response, but with a colored pencil in order to highlight the differences.

Page 12 - Discussion of Questionnaire

Again, these are only suggested discussion questions. You may use your own lead-in questions here, if you prefer, as well as in other discussion sections.

Page 13 - Criterion Measure

The criteria to determine whether the objective has been met are:

Rating	Criterion
5	Two incidents are described. For each, the incident, the traditional behavior expected, and the traditional attitude that was reinforced are adequately stated. An "adequately stated" incident describes an event that occurred during the person's adolescence in sufficient detail to communicate what occurred. "Adequately stated" traditional behaviors and traditional attitudes are consistent with the incident described. In your judgment, they reflect behaviors and attitudes that have commonly been linked with the traditional sex role of the participant or nonparticipant.
4	Two incidents are described. For one, the incident, behavior and attitude are all adequately stated. For the other, two of these three elements are adequately stated.
3.	Two incidents are described. For each, two of the three elements (incident, behavior, and attitude) are adequately stated.
2	One incident is described. The incident, behavior, and attitude are adequately stated.
1	One incident is described. Two of the three elements (incident, behavior, and attitude) are adequately stated.
0	No incident is described, or less than two elements are adequately stated.

II. Adolescent Development and Career Development

The purpose of this section is to focus on the "exploratory" nature of the adolescent stage, and to relate exploration to both career awareness and self-awareness.

Materials Needed

None

Page 18 - Activity

The purpose of this activity is to clarify and exemplify the three needs characteristic of adolescence that were described above; namely, (a) peer support and alliances; (b) socially acceptable sex role; and (c) preparation for a career.

The coordinator instructs the participants to divide into small groups of four or five. They are then reminded of the three needs which were emphasized in the lecturette and the discussion. Keeping in mind those three needs, the groups are to think of several examples they have observed in their schools or neighborhoods which reflect the adolescent's struggle with each of those needs.

Page 20 - Activity: Role Playing

After sufficient time has elapsed for each small group to have identified examples among themselves, they are requested to role play one of their examples before the total group. Each role play is followed by a short discussion of what the participants perceive to be the adolescents' struggle, confusion, objectives, and so on. Each small group will present at least one role play of each of the three needs, or as many as time allows.

Page 22 - Criterion Measure

The criterion to determine whether the objective has been met are:

Rating	Criterion
5	For each item, an appropriate need is stated and an adequate rationale for the choice of that need is given. For items a, b, and d, "appropriate needs" are "peer support and alliance", "socially acceptable sex role", and "prepare for a career." For item c, appropriate needs are "peer support and alliance" and "prepare for a career." An "adequate rationale" is one that in your judgment, is reasonable, appropriate to the need stated and sufficiently well developed to be convincing.
4	For each item, an appropriate need is stated. For three items, an adequate rationale is given.
3	For each item, an appropriate need is stated. For two items, an adequate rationale is given.
2	For three items, an appropriate need is stated. For at least two items, an adequate rationale is given.
1	For three items, an appropriate need is stated. For at least one item, an adequate rationale is given.
0	An appropriate need is stated for less than three items, or no adequate rationale is given.

III. Family Influences and Career Development

The purpose of this section is to focus on how family factors influence career development, and to explore how the school can collaborate with the home in career awareness and exploration.

Materials Needed

None

Page 26 - Activity: Newsletter

The purpose of this activity is to provide an example of how the school can intervene in the home and facilitate (a) parents' awareness of career development, and (b) parents' involvement in their children's career exploration.

The coordinator asks the participants to choose a partner for the next activity. After the dyads have been established, the coordinator introduces the idea of using a Newsletter as a vehicle for educating parents about their children's career development, and for engaging parents in that process. After referring to the sample Newsletters (Appendix B & C) and allowing time for participants to read them, the group is guided in a discussion about the Newsletters.

Page 28 - Criterion Measure

The criteria to determine whether the objective has been met are:

Rating	Criterion
5	Two newsletters are planned. The theme or educational content of each newsletter and the activity to be included in each are adequate. An "adequate theme or educational content" of a newsletter is one that draws upon the resources of the adolescent's home environment and involves his/her parents in promoting career exploration. It must be sufficiently well developed (2 to 3 sentences) to communicate a rationale for the activity to be described by the newsletter. An

"adequate activity" to be included in a newsletter is one that reflects the theme or educational content of the newsletter and that, in your judgment, parents would be reasonably likely to do with their child.

4 Two newsletters are planned. The theme or educational content and the activity of one is adequate. For the other, the theme or educational content or the activity is adequate.

3 Two newsletters are planned. The theme or educational content or the activity of each newsletter is adequate.

2 One newsletter is planned. Its theme or educational content and its activity are adequate.

1 One newsletter is planned. Either its theme or educational content or its activity is adequate.

0 No newsletter is planned, or the theme or educational content and the activity of planned newsletters are inadequate.

IV. The Teacher's Role in Helping Parents to Help Adolescents in Career Development

The purpose of this section is to focus on how the classroom can be a bridge for school and home collaboration in adolescents' career development.

Materials Needed

None

Page 31 - Activity: Home/Work Homework

The purpose of this activity is to generate ideas of how the classroom teacher could facilitate the involvement of the home in adolescents' work preparation, thus the caption above, "Home/Work homework."

The coordinator will discuss briefly with the participants the usual minimal involvement by teachers in their students' career development because they lack the awareness of (a) the appropriateness of incorporating career awareness into their instructional activities, and/or (b) methods for integrating basic career education concepts into the teaching of their academic subjects. The participants will then choose a partner and, as a team, develop homework assignments that teachers could use to involve parents in the children's career development, and to integrate career education into the ordinary classroom activities.

Page 35 - Criterion Measure

The criteria to determine whether the objective has been met are:

Rating	Criterion
5	In your judgment, the paragraph: (1) is adequately developed (8-10 sentences in length); (2) addresses the topic of how the classroom may be used as a bridge between the school and the home for career guidance; (3) provides a convincing rationale for involving teachers in career guidance activities that includes aspects of their unique opportunity to facilitate adolescent's career exploration; and (4) discusses at

least three imaginative and feasible ways in which the classroom can be a resource for engaging parents in their adolescent's career exploration.

4 The paragraph meets criteria 1-3 above and discusses at least two imaginative and feasible ways in which the classroom can be used to engage parents in their adolescent's career exploration.

3 The paragraph meets criteria 1 and 2 and includes at least two imaginative and feasible ways.

2 The paragraph meets criteria 1 and 2 and includes at least one imaginative and feasible way.

1 The paragraph meets criteria 1 and 2.

0 The paragraph fails to meet both criteria 1 and 2.

V. The Action Plan

The purpose of this section is to review the module's main objectives and to provide guidelines for the participants' use in creating a plan that can be implemented in their specific schools.

Materials Needed

None

Page 38 - Activity: Developing an Action Plan

The purpose of this activity is to help the participants transfer the learnings of the workshop into realistic and manageable activities they can implement in their school settings. The participants will work in small groups. If there are several persons from the same school, it would be useful for them to work as a team.

Before developing their own personal plan for involving parents in their child's career development, the participants should read the sample Action Plan in Appendix E (page 57).

SAMPLE EVALUATION INSTRUMENTS

On the next five pages are two sample instruments, the Module Performance Record and the Evaluation Questionnaire for Staff Development Workshops. You may wish to use these instruments to gather information for evaluating any workshop in which you administer this module, and for making decisions about future workshops. The Module Performance Record (MPR) is a form for tallying participants' achievement of objectives. The Evaluation Questionnaire seeks participants' opinions on four dimensions: (1) perceived value of the workshop; (2) effects of participating in the workshop; (3) role and performance of the coordinator; and (4) recommended improvements in the workshop. As it now stands, the questionnaire should take participants 10-20 minutes to complete. You, as module coordinator, should complete the MPR form based upon the results of the postassessment or other evidence supplied by participants. If you duplicate the Evaluation Questionnaire for participants to complete, we suggest you print it as a four page booklet.

NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

MODULE PERFORMANCE RECORD

MODULE TITLE: _____

WORKSHOP DATES: _____

WORKSHOP COORDINATOR(S): _____

_____

Participants' Names (Alphabetically)	OBJECTIVES: (Place a check (✓) mark for each objective achieved.)						
	1	2	3	4	5	6	7
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

eveloped at the American Institutes for Research, under support by the
nited States Office of Education, Department of Health, Education, and Welfare.

NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

EVALUATION QUESTIONNAIRE FOR STAFF DEVELOPMENT WORKSHOPS

Your responses to the brief questions in this booklet will help us evaluate the workshop you just completed and make decisions regarding future workshops. Please take 10-20 minutes to answer honestly and thoughtfully. You need not sign your name, but we do need your help. Please answer each question. Thank you.

Name (Optional) _____ Date _____

Module Title _____

A. General Issues Related to the Workshop

Respond by checking the column (A, B, C, D, or E) of the statement which best expresses your feeling or opinion on each item in the following list. If none of the possible choices precisely represents your view, pick the one that comes closest.

STATEMENTS	Column A I strongly agree	Column B I agree	Column C I disagree	Column D I strongly disagree	Column E I don't know. I have no basis for answering.
1. This workshop made a valuable contribution to my professional development.					
2. I acquired no new knowledge during this workshop.					
3. I would not recommend this workshop to anyone else.					
4. I am glad I attended this workshop.					
5. In this workshop, I experienced at least one positive change in my knowledge, attitudes, or skills.					
6. As a result of this workshop, I expect that I will help improve the career guidance program in my work setting.					
7. I experienced at least one negative effect from this workshop.					
8. This module must be improved.					
9. The Coordinator was an asset to this workshop.					
10. The Coordinator was unprepared.					
11. The Coordinator was poorly organized.					
12. The Coordinator was clear and to the point.					
13. The material and activities in this workshop were not helpful.					
14. The material and activities were applicable to my needs.					
15. The material and activities were routine and boring.					
16. The workshop's objectives addressed the training needs that I hoped they would.					

Developed by the National Consortium on Competency-Based Staff Development in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

B. Please list and briefly describe up to three major positive changes that you have experienced in your knowledge, attitudes, or skills because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any positive changes, please check the appropriate space.

_____ There were no positive changes.

C. Please list and briefly describe any negative effects you have experienced because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any negative effects, please check the appropriate space.

_____ There were no negative effects.

D. Please list and briefly describe any improvements you anticipate in your career guidance program as a result of this workshop. Continue on the back of this booklet if necessary. If you don't expect any improvements as a result of this workshop, please check the appropriate space.

_____ I don't expect any improvements in my career guidance program as a result of this workshop.

E. Please list and briefly describe any other comments on this workshop, criticisms of it, or suggestions you have for improving it. We are especially interested in your ideas on topics or activities that should receive more or less emphasis. Continue on the back of this page if necessary.

Modules 1-12 comprise a series on Developing Comprehensive Career Guidance Programs.

1. Career Development Theory
   Barbara Sanderson and Carolyn Helliwell

2. Program Development Model
   Charles Dayton and H. B. Gelatt

3. Assessing Desired Outcomes
   Charles Dayton

4. Assessing Current Status
   Phyllis DuBois

5. Establishing Program Goals
   Charles Dayton

6. Specifying Student Performance Objectives
   Laurie Harrison

7. Selecting Alternative Program Strategies
   H. B. Gelatt

8. Specifying Process Objectives
   Barbara Pletcher

9. Developing Program Staff
   Barbara Pletcher

10. Trying Out Activities and Monitoring Early Implementation Efforts
    Steven M. Jung

11. Conducting Summative Evaluation (Cost-Impact Studies)
    Jean Wolman

12. Communicating Evaluation Results
    Sarah Roberts

The remaining modules address other competencies necessary for providing comprehensive career guidance.

13. Utilizing Strategies for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg

14. Designing Programs for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg

15. Providing Life/Career Planning for Women and Girls
    Janice M. Birk

16. Providing Career Guidance for Young Women
    Pamela G. Colby

17. Enhancing Understanding of Students with Physical Disabilities
Susan L. McBain

18. Helping Students Explore Work and Leisure Options
Pamela G. Colby

19. Planning a Career Resource Center
Robert A. Wood, Neal Rogers, and Clella Klinge

20. Developing People Relationship Competencies for Career Resource Center Technicians
Jill Paddick and Dale Dobson

21. Developing Facility Maintenance Competencies for Career Resource Center Technicians
Clarence Johnson

22. Planning Pre-Employment Programs
Joyce Fielding and Marvin Fielding

23. Conducting Job Development Programs
Joyce Fielding and Marvin Fielding

24. Conducting Job Placement Programs
Joyce Fielding and Marvin Fielding

25. Conducting Follow-Up and Follow-Through Programs
Joyce Fielding and Marvin Fielding

26. Imaging Futuristic Career Guidance Goals
Juliet V. Miller, Garry R. Walz, and Libby Benjamin

27. Imaging Futuristic Career Guidance Programs
Juliet V. Miller, Garry R. Walz, and Libby Benjamin

28. Using Change Agent Skills to Manage Career Guidance Program Development
Juliet V. Miller

29. Using Change Agent Skills to Manage Career Guidance Program Implementation
Juliet V. Miller

30. Developing Effective Public Relations
Norman C. Gysbers

31. Developing and Conducting In-Service Programs
Al Stiller

32. Providing Leisure Information in the Career Resource Center
Ron Klein and Robert Swan

33. Developing Career Center Resources for Faculty Use
Marlene Fredricksen and Robert Swan

34. Providing Career Guidance in a Group Setting
Perry Samuels

35. Personalizing Career Guidance Assessment Information Through Group Counseling
Joe Wittmer and Larry C. Loesch

36. Clarifying and Articulating Individual Values and Skills for Career Planning
Jerald R. Forster

37. Helping Parents to Help Adolescents in Career Exploration
Janice M. Birk

38. Helping Young Adults Make the School-to-Work Transition
Sherri Johnson, C. D. Johnson, and Niel Carey

39. Helping the Community Help Students with Career Development
Richard Lutz and Jim Crook

40. Establishing Community-Based Employment Programs
Ellen A. Stewart

41. Designing Career Development Programs for Business and Industry
Zandy Leibowitz and Nancy Schlossberg

42. Developing Coping Skills for Career-Related Changes
Phil Abrego and Lawrence Brammer

43. Helping People with Preretirement Planning--An Introduction
Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett

44. Counseling Needs of the Older Adult
Patricia Cook and Ellen Stewart

45. Specializing Career Guidance Strategies for Use with Ethnic Minorities
Woodroe M. Parker and Roderick J. McDavis

46. Using Self Awareness and Effective Communication for Helping Ethnic Minorities with Career Guidance
Roderick J. McDavis and Woodroe M. Parker

47. Helping Elementary School Students Develop Decision-Making Skills
Lee Winocur

48. Consulting in the Area of Career Guidance
Tom Quinn

49. Planning Collaborative Career Guidance Projects
Larry C. Loesch and Joe Wittmer

50. Becoming Resource Resourceful
Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett

51. Making Change Happen: Learning a Systematic Model for Change
Libby Benjamin and Garry R. Walz

52. Making Change Happen: Overcoming Barriers to Change
Libby Benjamin and Garry R. Walz